DOCUMENT RESUME

ED 258 121 CG 018 324

TITLE Children--New York's Greatest Resource: The School's Role in Preventing Child Abuse and Neglect.
INSTITUTION New York State Education Dept., Albany. Office of General Education.
PUB DATE Apr 85
NOTE 52p.
PUB TYPE Information Analyses (070) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Child Abuse; *Child Neglect; Children; Elementary Secondary Education; Guidance Programs; Guidelines; *Identification; Legal Responsibility; *Prevention; School Community Relationship; School Responsibility; *School Role; *State Legislation
IDENTIFIERS *New York

ABSTRACT

This publication is intended to assist school personnel to expand their professional understanding of the problem of child abuse and neglect, improve their reporting procedures, and deal with prevention and support activities within the school and community. The nature, causes, extent, and effects of child abuse and neglect are treated briefly in the first section. Indicators for recognizing child abuse and neglect in the schools are detailed including academic and emotional/psychological cues. Forms of abuse and neglect are described (physical, sexual, emotional) and school officials' reporting responsibilities, according to the New York State Child Protective Services Act of 1973, are defined. The role of the school in sharing information with other professionals and providing support for the child and family is discussed. School-based activities and school-community partnership programs for preventing abuse and neglect are described. Finally, a model school district policy and reporting procedure is outlined. The appendices contain a 1985 review and update of child abuse and neglect requirements and recommendations for school personnel, an extensive checklist of abuse and neglect indicators, the New York State requirements and suggestions for school guidance programs to educate students to avoid abuse and neglect, lists of New York State county Child Protective Services, New York State Federation on Child Abuse and Neglect Task Forces by county, and telepone numbers for reporting abuse and neglect. (MCF)

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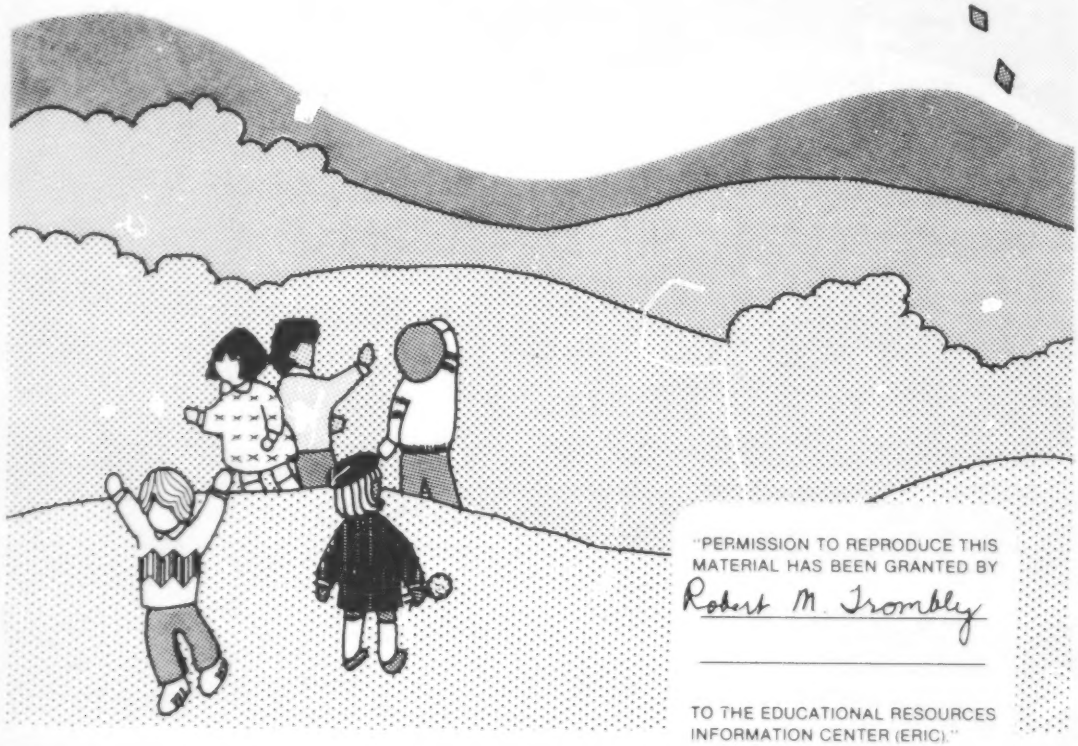
CHILDREN
NEW YORK'S GREATEST RESOURCE

The School's Role in Preventing Child Abuse and Neglect

April, 1985



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CHILDREN -- NEW YORK'S GREATEST RESOURCE

The School's Role in Preventing Child Abuse and Neglect

April 1985

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April, 1985

TO: District Superintendents and Superintendents
Principals of Public and Nonpublic Schools

FROM: Maria Ramirez

SUBJECT: Children -- New York's Greatest Resource; The School's Role in Preventing Child Abuse and Neglect

The month of April, 1985 has been designated by Governor Cuomo as Child Abuse Prevention Month in New York State. The incidence of child maltreatment continues to be a sharp reminder that many children in New York State still are not receiving the care they need.

In April, 1983 the Governor appointed the New York State Citizens Task Force on Child Abuse and Neglect. Mrs. Cuomo and Cesar Perales, Commissioner of the Department of Social Services, serve as co-chairpersons of the Task Force. The State Education Department, the Division for Youth, the Department of Health, the Department of Social Services and other agencies work with the New York State Citizens Task Force to prevent child abuse and neglect. Additionally, the New York State Council on Children and Families coordinates interagency activities on child abuse prevention. The Education Department gratefully acknowledges the permission of the Council to adopt the cover design from the child abuse prevention poster of the Citizens Task Force.

In recognition of Child Abuse Prevention Month, I urge you to join with the State Education Department, the Citizens Task Force and your local community in developing prevention strategies.

The State Education Department has developed this publication to assist schools and school districts in this important endeavor. Since abused and neglected children may well be in any school in every community across the State, a compelling reason exists for school personnel to become involved in child abuse and neglect prevention. Children are New York's greatest resource. We must not take them for granted.

FOREWORD

"Children -- New York's greatest resource - don't take them for granted."

The theme of the New York State Citizens Task Force on Child Abuse and Neglect clearly gives a message. Children are important. We know that a child's joy can elate us, their love can flatter us and their optimism can give us hope. They are the future and our greatest resource. We also know that child abuse and neglect are violent acts, not only because children are vulnerable and relatively powerless, but also because the effects of such maltreatment are so long-lasting. As more is learned about child abuse and neglect, it becomes increasingly evident that the plight of children in contemporary society is alarming. The signs of abuse and maltreatment draw deeply upon the compassion and composure of all sensitive people, including those whose professional training and experience enable them to be objective about such human dynamics.

Abused and neglected children can be found in many schools in New York State. In 1983, 69% of reports of child abuse and neglect involved children who were between 5 and 18 years of age; a compelling reason for educators* to become involved in child abuse and neglect treatment and prevention.

In many instances, a child may have been abused or neglected prior to reaching school age, but these situations may not come to anyone's attention until the child enters school. In other instances, child abuse and neglect are part of the every day occurrence of working with children. For these reasons, educators are in a unique position to help children, their families, child protective services and the community in overcoming the effects of child abuse and neglect.

Sometimes educators are overwhelmed at the thought of taking on yet another responsibility. However, child abuse and neglect are clearly related to learning. Research indicates that abused and neglected children often demonstrate significant learning problems and below-grade-level performance in academic areas. Educators cannot ignore the reasons why children cannot learn. The abused or neglected child, as any other child who has difficulty, is entitled to special help in an effort to enhance learning.

As a focal point of the community, schools must be prepared to do their part. The problem of child abuse and neglect will not be solved without the involvement of the educator and school. Educators must show their willingness to help contribute to the well-being of the children and families they serve. Otherwise, a valuable tool will be lost, and the school, the very agency which offers the greatest hope for the prevention of child abuse and neglect, will remain outside the mainstream of community action to reduce child abuse and neglect.

This publication has been prepared in recognition of the important role educators can play in helping to prevent child abuse and neglect. It is intended to assist school personnel in expanding their professional understanding and awareness of the problem, improving their reporting procedures and dealing with prevention and support activities within the school and community. In this way, all children will have a chance, not only to take full advantage of their educational experience but also to become wholesome adults.

*The term "educators" refers to such school personnel as classroom teachers, pupil service workers, health personnel and school administrators.

The publication was prepared by staff members of the Division of Child Development, Parent Education and Pupil Support Services and the Division of Pupil Health and Fitness. Persons with questions should contact the Bureau of Pupil Services (518) 474-3868 or the Bureau of Health and Drug Education and Services (518) 474-1491, State Education Department, Albany, New York 12234.

DIMENSIONS OF THE PROBLEM

Child abuse and neglect are not new phenomena. What is new is society's willingness to confront the problem. Educators can and must play a leadership role in protecting the health and welfare of children. Teachers, administrators and other school personnel see children on a daily basis. They observe how children interact with their peers and adults, and have some basis for judging a child's behavior against the norms of the group and against the child's own history.

Understanding the dimensions of the problem of child abuse and neglect includes a knowledge by educators of the nature, causes, extent and effects of the problem.

1. The Nature of Child Abuse and Neglect

Definitions of abuse and neglect are based on assumptions regarding the dependent nature of children. Until children are physically and mentally mature, they are dependent on adults for survival and for appropriate socialization. Society generally places these responsibilities on the child's parents. At the same time society also grants to the parents certain basic rights: to raise their children in accordance with their personal and religious beliefs, to preserve privacy in their homes, and to make decisions for the children until they are of age.

Child abuse and neglect laws are intended to place an important restriction on these rights; that is, children may not be harmed or threatened with harm as a result of their parents' behavior. Thus, the prevailing values of the community influence local definitions of child abuse and neglect because they influence attitudes regarding adequate child care and protection of the child.

Most definitions of child abuse and neglect, without regard to their uses, have common elements. Most describe the parents' or caretakers' unacceptable acts or omissions, the intent behind the acts or omissions, and the harmful effect to the child of those acts or omissions.

2. The Causes of Child Abuse and Neglect

No one factor accounts for child abuse and neglect. There are many causes. Some generally accepted causes of the abuse and neglect of children include severe emotional pressures or psychopathologies, a family history of violence, and burdens resulting from poverty. Instead of one factor which leads to abuse or neglect, there are multiple forces on the family which reinforce each other and which cause abuse and neglect. It is possible to divide these forces as follows:

A. Individual Capacities

Intrapersonal forces include such factors as physical health, mental health, intelligence, personality and previous life experiences. All of these forces operate in parents and children, and they reflect both innate and experiential influences. These are probably the most constant influences on behavior.

B. Attitudes and Values

There are a variety of cultural forces which are incorporated as attitudes and values by individuals and which influence families and their relationships. These

forces always exist, but they change more frequently than the other forces affecting families. These forces include attitudes toward: children, changing family roles, violence, corporal punishment, economic and social competition, and religion, among others.

C. Specific Life Situations

Situational forces, either chronic or acute, may affect parents' relationships with their children. These forces can include marital relationships, employment situations, presence of extended family members, housing conditions, financial security and amount of social contact. If these forces have a positive effect, they can strengthen family ties, whereas if they are negative they reinforce any other problems which the family is experiencing.

Most families will experience a mixture of positive and negative life situations. The type of mixture and the family's coping abilities will determine the impact of these various situational events.

D. General Community Welfare

The general community welfare is largely defined by social institutions which affect families on various levels, depending on the purpose of the institution. For example, some institutions, including businesses, churches, schools, police, fire departments, radio, television and newspapers, affect everyone. Some institutions, which are more problem-oriented, affect only specific groups. These include such institutions as mental health departments, child welfare institutions, drug and alcohol abuse clinics, poverty or social welfare institutions. On a third level are those institutions that deal directly with problems of child abuse and neglect, such as child protective services and juvenile courts.

Any of the above institutions can have either a positive or negative effect on the occurrence of child abuse and neglect. They may either contribute to the well-being of the family and thus help to prevent child abuse and neglect; or they may exacerbate the problems of family members and generate new crises which could cause child abuse or neglect.

E. Forces in Combination

Child abuse and neglect are most likely to occur when there is a combination of negative forces affecting the family. These forces work together and reinforce each other. Such a combination can be devastating.

3. The Extent of Child Abuse and Neglect

In New York State on an average day the State Central Register of Child Abuse and Maltreatment receives 203 reports of child abuse and neglect. The annual total has increased steadily -more than doubling from 1974 (29,912 reports) to 1983 (74,120 reports). Some 36% of the reports in 1983 indicated that credible evidence of child abuse and maltreatment existed upon investigation by child protective services.

New York State statistics for 1983 further highlight that:

- 91% of all reports were for neglect;

- 188 deaths were suspected of resulting from child abuse and neglect (53 deaths were confirmed);
- 11.4% increase in allegations of sexual abuse occurred (over 4,300 reports were made);
- 39% of the reports came from "mandated" sources, including school personnel;
- 7,537 school staff reports were made; some 54% of reports indicated child abuse and maltreatment upon investigation by child protective services;
- of those responsible for child abuse and maltreatment: 62% were female; 59% were between the ages of 20 and 34; 80% were the parent of the victim; and 50% were white; and
- the age of abused and maltreated children indicated: 31% were under 5; 29% were between 5 and 9; 26% were between 10 and 14; and 14% were between 15 and 18.

Most reports were for neglect (not abuse) which included an inadequate supply of food, clothing, shelter and medical care although the parent was financially able to provide them. Lack of supervision or emotional care, excessive corporal punishment and abandonment also qualified as neglect.

Child maltreatment crossed all ethnic, social and economic lines. Causes of abuse included immaturity and unrealistic expectations, unmet emotional needs, stresses of child care, lack of "parenting knowledge", economic crisis, social isolation, parent was maltreated child, drugs or alcohol problems, and attitudes toward violence.

4. The Effects of Child Abuse and Neglect

Child abuse and neglect can result in permanent and serious damage to the physical, emotional and mental development of the child. The physical effects of child abuse and neglect may include damage to the brain, vital organs, eyes, ears, arms or legs. These injuries may, in turn, result in mental retardation, blindness, deafness or loss of a limb. Abuse or neglect may cause arrested development. At its most serious, of course, child abuse or neglect may result in death.

Child abuse and neglect are often as damaging emotionally as they are physically. Abused or neglected children may be impaired in self concept, ego competency, reality testing, defensive functioning and overall thought processes. They also often have a higher level of aggression and anxiety, low impulse control, and self-destructiveness. These characteristics can cause abused or neglected children to display high levels of antisocial behavior as they get older.

Abuse and neglect may also result in restricted cognitive development. Language, perceptual and motor skills are often underdeveloped, further hindering the child's chances to succeed.

RECOGNIZING CHILD ABUSE AND NEGLECT IN THE SCHOOL

Each form of child abuse and neglect -- physical abuse, neglect, sexual abuse and emotional maltreatment -- can be found among school-age children. Sensitive educators can often identify a particular type of maltreatment through the child's appearance or behavior at school or during routine interviews with parents or child by recognizing physical and behavioral indicators. Academic and psychological clues can also provide some evidence of possible maltreatment.

1. Indicators

Physical indicators of child abuse and neglect usually are readily observable. They may be mild or severe, but they involve the child's physical appearance. Frequently, physical indicators are skin or bone injuries, or evidence of lack of care and attention manifested in conditions such as malnutrition.

Behavior can often be a clue to the presence of child abuse and neglect. Behavioral indicators may exist alone or may accompany physical indicators. They range from subtle clues, a "sixth sense" that something is amiss, to graphic statements by children that they have been physically assaulted or sexually molested.

Conversations with the parent can provide clues to how the parent feels about the child. The possibility of child abuse and neglect may be indicated if the parent constantly:

- o blames or belittles the child
- o sees the child as "bad," "evil," a "monster"
- o seems unconcerned about the child
- o finds nothing good or attractive in the child
- o fails to keep appointments or refuses to discuss problems the child may be having in school
- o misuses alcohol or other drugs
- o behaves in a bizarre or irrational way.

Possible physical and behavioral indicators are listed in the Appendices. The list is not exhaustive; many more indicators exist than can be included. The presence of a single indicator does not prove that maltreatment exists; however, the repeated presence of an indicator, the presence of several indicators in combination or the appearance of serious injury should alert the educator to the possibility that a case of child abuse and neglect exists.

There are some clues which, rather than signalling the presence of one particular type of abuse or neglect, may be general signs that the child is experiencing abuse and/or neglect at home:

Academic Clues

Academic performance can be a tip-off to the presence of child abuse and neglect. This is particularly true when there are sudden changes in performance. Previously good students who suddenly seem disinterested in school, or who are no longer prepared for class, may be emotionally maltreated. Athletes who suddenly refuse to change for gym class may be concealing evidence of beatings. Children whose broken glasses have not been replaced may no longer have someone looking after them.

Of course, academic difficulties may have a variety of causes, and the presence of an academic problem does not prove that child abuse or neglect exists. But, the possibility of child abuse and neglect must be considered --along with other possible causes --when the problem is assessed.

Emotional/Psychological Clues

Educators must be alert for the children who are disparate, those who are the exceptions. Such children may be hostile and angry, effectively alienating all who

come in contact with them. Or they may be completely passive, withdrawn and uncommunicative. In any case, they represent extremes in the expected range of behavior, attitude and affect.

Sudden changes in a child's emotional or psychological well being may also be a clue to child abuse and neglect. The previously happy child who is now sullen and angry all the time may be reflecting changes in the family's home life. The previously gregarious child who is now uncommunicative may be concealing something upsetting.

2. *Forms of Child Abuse and Neglect*

A. Physical Abuse

Physical abuse of children includes any non-accidental physical injury caused by the child's caretaker. It may include burning, beating, branding, punching and so on. By definition the injury is not an accident. Physical abuse may result from overdiscipline or from punishment which is inappropriate to the child's age or condition.

The key in physical abuse is an explanation that does not fit the injury. For example, the child reports a "fall" while the bruises indicate the clear outline of an object such as a belt.

B. Neglect

Neglect involves inattention to the basic needs of a child, such as food, clothing, education, shelter, medical care and supervision. While physical abuse tends to be episodic, neglect tends to be chronic. When considering the possibility of neglect, it is important to note the consistency of indicators. Do they occur rarely or frequently? Are they chronic (there most of the time), periodic (noticeable after weekends or absences), or episodic (seen twice this semester when there was illness in the family)? In a given community or sub-population, do all the children display these indicators, or only a few? Is this culturally acceptable child-rearing, a different life-style, or true neglect? Answers to questions like these can be extremely helpful in differentiating between neglect and differing ways of life.

C. Sexual Abuse

Sexual abuse includes a sex offense against the child, as defined in the Penal Law including sexual contact, sodomy, rape and incest. Sexual abuse can also include allowing a child to engage in a sexual performance and promoting a sexual performance by the child.

Sexual abuse is not often discovered in a school setting through physical indicators alone. Frequently a child confides in a trusted teacher or counselor or nurse that he or she has been sexually assaulted or molested by a caretaker, and that may be the first sign that sexual abuse is occurring.

D. Emotional Maltreatment

Emotional maltreatment includes blaming, belittling or rejecting a child; constantly treating siblings unequally; and persistent lack of concern by the caretaker for the child's welfare. Particularly in the normal school setting, speech disorders, lags in

physical development and failure-to-thrive syndrome (which is a progressive wasting away usually associated with lack of mothering) are physical indicators of emotional maltreatment. More often it is observed through behavioral indicators, and even these indicators may not be immediately apparent.

While emotional maltreatment does occur alone, it often accompanies physical abuse and sometimes sexual abuse. Emotionally maltreated children are not always physically abused. But physically abused children are almost always emotionally maltreated as well.

The behavior of emotionally maltreated and emotionally disturbed children is similar. However, parental behavior can help to distinguish disturbance from maltreatment. The parents of an emotionally disturbed child generally accept the existence of a problem. They are concerned about the child's welfare and are actively seeking help. The parents of an emotionally maltreated child often blame the child for the problem (or ignore its existence), refuse all offers of help, and are unconcerned about the child's welfare.

REPORTING RESPONSIBILITIES

In 1973, in response to the urgent need for effective child protective service to prevent the abused and maltreated children in New York State from suffering further injury and impairment, the New York State Legislature added a new title (Title 6) to Article 6 of the Social Services Law. This title, the Child Protective Services Act of 1973 (CPSA), was the most comprehensive piece of child protective legislation in the country.

The purposes of the CPSA are to encourage more complete reporting of suspected child abuse and maltreatment and to establish in each county of the State a child protective service capable of investigating such reports swiftly and competently, and capable of providing protection for the child or children from further abuse or maltreatment and rehabilitative services for the child or children and parents involved (New York State Social Services Law, Sec. 411).

School officials are among the professionals required to report suspected child abuse and maltreatment. In addition, they provide support to the local child protective services.

A first step towards fulfilling these functions is the development and dissemination of policies and procedures for reporting suspected child abuse and maltreatment. The guidelines presented in the Model School District Policy and Reporting Procedures section detail the information that should be included in any school district's reporting policies and procedures. Several other components concerning the school district's response to the problem of child abuse and maltreatment are identified.

A 1985 memorandum which provides an update for school personnel on child abuse and neglect law and reporting procedures is included in the Appendices. In addition to providing information on what should be included in the reporting procedure, the memorandum establishes general policy for child protective services' interviews on school property, access to school records, and encourages school districts to designate a staff member as the contact person for all child abuse and maltreatment cases. This person should act as a liaison with the local child protective services:

- to receive staff reports on suspected cases of child abuse and maltreatment;
- to officially make the oral report by telephone to the State Central Register;

- to file the written report with the local child protective service within 48 hours of the oral report;
- to provide any additional information obtained subsequent to the report; and
- to receive feedback from child protective services and facilitate school interviews if needed.

The designation of a liaison will help ensure that the policies and procedures are carried out consistently and will minimize the probiems related to reporting.

SCHOOL INVOLVEMENT AFTER THE REPORT

Reporting is not the end of the child protective process; it is the beginning. Treatment, rehabilitation, the strengthening of family life and prevention still lie ahead. Schools and educators can provide assistance and support to child protective services by sharing relevant information about specific families and children after they have been reported; by providing services for the child and the family; and by participating on a multidisciplinary school-agency team. Schools can also become actively involved in community coordination efforts to reduce the incidence of child maltreatment.

1. Sharing of Relevant Information

Although staff of the child protective services are responsible for case management and follow-up after the report has been made, they will frequently find it necessary to consult with school personnel when making an assessment of the family and planning treatment. School personnel often have information (either in records or through personal knowledge) concerning the child and/or family's level of functioning, e.g., their strengths and weaknesses, etc. This information is invaluable to child protective services in making an accurate assessment and formulating realistic treatment goals and objectives for the family.

In providing this information, schools must be conscious of the rights of children and parents. Schools can be an excellent resource for aiding child protective services, but care should be taken to ensure appropriate confidentiality procedures.

2. Support for the Child and the Family

The school can, and does, serve as a focal point for services to children and families. The expertise needed to assess special needs and to design programs to fit those needs already exists within the schools.

A. Support for the Child

Abused and neglected children often have special educational, psychological or medical needs. Schools can provide special services to children who require them. These services may include:

- diagnosis and assessment of specific problems including academic, learning, behavior, health and social adjustment problems;
- development of individualized educational plans; and
- support services including counseling, speech, hearing and language therapy, behavioral management, special education and health care

The regular school program also offers opportunity to support the abused and neglected child. The negative self-concepts common among these children can be offset by positive school experiences, a sense of achievement and accomplishment. The

feeling of isolation abused and neglected children frequently experience can be counteracted by providing increased contact with classmates and the chance to make new friends. Warm and sympathetic teachers allow children to see adults in a positive, supportive and caring role.

B. Support for the Family

Parents involved in child abuse and neglect are frequently lonely, isolated and experiencing periods of great personal and/or family stress. Many schools already provide programs and services which can directly benefit these parents. These programs include:

- Parent education programs--emphasizing the unique skills of parenting and assisting parents to understand that parenting skills are learned, not instinctive.
- Early childhood programs--emphasizing the process of child development, describing realistic levels of expectation and assisting parents in enhancing their own child's development.
- Adult education programs--including high school completion, high school equivalency, occupational training and leisure time activities and recreation programs.
- After school programs -- including extending school hours to include care for children after their regular class hours.

Programs like these need to be expanded and replicated to effectively include parents of abused and neglected children. Such programs offer direct help to parents, but they also provide the opportunity for socialization, the chance to make new friends and pursue new interests. Both are vitally important if the pattern of isolation common among abusive and neglectful parents is to be broken.

Parents can also be directly involved in planning for their children. Teams which serve handicapped children are already working with parents to develop individual educational plans. These skills can be transferred to planning programs for abused and neglected children, focused on their needs and involving their parents. When a problem is identified, parents can be involved in its resolution. Concrete, targeted suggestions can be made by educators and cooperative agreements worked out between school and home. The plan is more likely to be successful if the presentation is positive and delivered in terms of what the school is prepared to do to help the parents, and if the parents' recommendations are included.

Where financial difficulties are present, schools may be able to provide free or reduced-price breakfasts, lunch, field trips and extracurricular activities. For the child who needs them, the school can often arrange for the provision of glasses, hearing aids or prosthetic devices. Many schools maintain an emergency supply of clothing and shoes so that children without them can receive them quickly and quietly.

In many school districts, pupil personnel workers, social workers or school nurses make home visits to assess family needs and to arrange for needed support services. Others arrange for day care, after school care or special programs like home tutoring for the chronically ill child.

3. *Participation and Support of Child Abuse and Neglect Multidisciplinary Teams*

A community approach to child abuse and neglect is most effective because it makes optimal use of the special skills and knowledge of various professionals to meet family and community needs. Many communities are turning to multidisciplinary child abuse and neglect case consultation teams as a means of assuring integrated planning and service delivery. Case consultation teams usually include representatives from health/mental health, social services, law enforcement and education agencies. Members bring with them a wide range of backgrounds and a diversity of diagnostic, assessment and treatment skills. They meet regularly to assess cases of child abuse and neglect and to recommend treatment programs. Team members are able to commit services from the agencies they represent and together they can call upon a range of services, resources, skills and programs to help families.

Educators can make additional contributions to the team. They can lend their expertise in the areas of child development; "special children," e.g., hyperactive or retarded children; and the educational needs of children, etc.

4. *Community Coordination*

In order to aid community coordination, some communities have established child protection coordinating committees or task forces. The purpose of a child protection coordinating committee is to provide an organizational structure in which community agencies and resources that are involved in meeting the needs of children and families can work together to achieve that objective through defining roles and responsibilities, increasing communication and coordination, identifying gaps in services and avoiding duplication of services while increasing the efficient and effective use of existing services and resources. Although, in most instances, child protective services has the primary responsibility for organizing the committee, the educator is one of many persons from multiple agencies and professional disciplines who must work together for the optimal development of the children within the community.

PREVENTING CHILD ABUSE AND NEGLECT

While reporting child abuse and neglect and improving services to children and families after the report are effective means of preventing child abuse and neglect from recurring, the major thrust of prevention is to stop child abuse and neglect from occurring at all. Schools are in a unique position to address this particular problem through school-based activities and school-community partnership activities.

1. *School-Based Activities*

Most of the activities which schools may undertake in preventing child abuse and neglect are not new. These activities include parenting and child development education for students, education in essential life skills, services targeted toward adolescent parents and support programs for parents.

A. Parenting and Child Development Education

One approach to preventing child abuse and neglect is to provide parenting and child development education to all students, from kindergarten through twelfth grade. Some cases of child abuse and neglect have been associated with a lack of knowledge about children's needs and development. By making such information more widely

available, it is possible that the incidence of child abuse and neglect can be reduced. Education for parenting stresses the skills required of a parent, suggests ways to strengthen family life and addresses such topics as nutrition, consumer affairs, family planning, discipline and household budgeting. Students come to understand that being a parent is more than a biological act; it requires knowledge, skill, experience and maturity.

B. Education in Essential Life Skills and Coping Skills

Schools can also offer information in life skills. Stress plays an important precipitating role in child abuse and neglect. Lack of successful coping skills, a reduced ability to ask for and accept help and a low level of self-sufficiency have been cited as characteristics common among abusive and neglectful parents. It is possible that by making students more self-sufficient and better able to handle crises, their life skills can be enhanced and their life stresses reduced.

C. Services for Adolescent Parents and Their Children

Adolescent parents also have need of prevention services. Schools should specifically address adolescent parents, because they are a high risk group for many problems; economic difficulties, health problems, housing problems, job instability and child abuse and neglect. Schools must begin to focus on specific services to help adolescent parents stay in school while strengthening their family life. Services can include maintaining them in regular academic or alternate education programs; encouraging involvement in extra-curricular activities; and in some instances by providing a special child care center for the children of adolescent parents.

D. Avoidance of Child Sexual Abuse

The new Part 100 of the Commissioner's Regulations, effective September 1, 1985, amends the general school requirements of the Guidance Program. It now includes educating students in grades K-6 concerning the avoidance of child sexual abuse. Educational activities should give young children an awareness of what constitutes child sexual abuse, of the actions which they can take to avoid its occurance and of the resources available to them should they encounter such experiences. (See Appendices)

E. Support Programs for Parents

Schools can aid in the community effort to prevent child abuse and neglect by offering support programs for parents. These programs include parental involvement in PTA activities and parenting programs including parent and child development workshops. These programs offer a method of strengthening parent awareness and confidence in child rearing, involvement in the child's educational program and enforcement of positive parental skills.

In addition, parent awareness activities should be conducted to give parents information and assistance to support their child's sexual abuse prevention education.

2. *School-Community Partnership Programs*

School-community partnerships for the welfare of children have existed for years, and the role of child advocate is not a new one for the educator. What is new is that this partnership for the first time is including abused and neglected children. Although

implementing new programs and making changes require effort, it is fitting that the school and community together serve as advocates for these children. Traditionally, advocates for special children's programs have been the parents of children in need. For abused and neglected children, someone other than the parent must assume this function. A school-community partnership is the logical choice.

A. Training and Staff Development Programs

Cooperative efforts between school and community can be an effective means of preventing child abuse and neglect. Training and staff development programs for all who work with children are excellent starting points. These programs should stress identification, reporting, treatment and prevention of child abuse and neglect; furnish information on professional roles and responsibilities in case management; and offer opportunities for free and frank discussion of mutual interests and problems among professionals from various disciplines.

B. Public Awareness Programs

Schools can also participate in public awareness programs through PTA groups and other school-community organizations. By increasing public sensitivity to child abuse and neglect, schools can help to develop a cadre of concerned individuals who will press for needed resources, programs and funding for child abuse and neglect prevention. This is a familiar route to educators. Many special programs for handicapped, learning disabled and other children with special needs began in this way.

C. Use of School Facilities and Resources

Schools can help child abuse and neglect prevention efforts by making school facilities available for self-help groups like Parents Anonymous to meet. Schools can sponsor public forums and workshops on child abuse and neglect, offering school auditoriums or conference rooms for the purpose. The school can loan films and books to other agencies and organizations for training programs and meetings.

Joint school-community adult education programs can be offered. Such programs might discuss alternative means of discipline, adolescence or early childhood growth and development. The school can provide building space for day care, crisis intervention care and after-school care programs operated by social service agencies. School staff can serve as consultants, leaders or facilitators of these programs. School newsletters can announce them.

MODEL SCHOOL DISTRICT POLICY AND REPORTING PROCEDURES

It is highly recommended that each school district develop a written child abuse and neglect policy statement to present to the board of education. Such a policy should, at a minimum, contain the legal rationale for involving school personnel in reporting cases of suspected child abuse or neglect. The adoption of such a policy statement signifies that the board of education and administration are committed to protecting abused and neglected children.

Intraschool procedures should then be developed and disseminated. Such procedures should provide school staff with all of the information necessary to enable them to carry out their reporting responsibilities.

All school district reporting policies and procedures should contain the following basic information:

- a rationale for involving the school district in reporting;
- the name and appropriate section numbers of the State reporting statute (Section 412 of Social Services Law and Section 1012 of the Family Court Act);
- who specifically is mandated to report;
- the reportable conditions as defined by the law (abuse and neglect). If necessary, explain, clarify or expand beyond the State definition;
- when reports should be made;
- where reports (both oral and written) should be made;
- the information required of the reporter;
- reporting procedures within each of the schools, who is assigned responsibility for reporting and the process for initiating a report;
- the immunities against liability;
- the penalty for failure to report;
- the action which will be taken by the board of education for failure to report;
- confidentiality of reports;
- copy of reporting form (DSS-2221A).

In addition, school districts may want to include in their reporting policies and procedures such additional information as:

- whether or not parents will be informed by school officials when a report is made;
- actions which the school district will take following reporting of suspected abuse or neglect to ensure feedback to the reporter on the findings of the investigation and any further action to be taken;
- the role of the school in multidisciplinary community efforts to provide service to abused and neglected children and their families;
- the school's role in providing parent training, public awareness programs or other activities devoted to preventing child abuse and neglect;
- other community resources which the schools can draw on in responding to child abuse or neglect cases;
- any special instructions regarding removal of children from schools by police or other agencies with responsibility for placing children in protective custody;
- instructions for providing further information and assistance to child protective services after a report is made, including interviews on school property and access to school records by child protective services staff.

REFERENCES:

The Educator's Role in the Prevention and Treatment of Child Abuse and Neglect, National Center on Child Abuse and Neglect, Department of Health and Human Services, Office of Human Development Services, Washington, D. C., 1984.

Child Protective Services - Mandated Reporter Manual, New York State Department of Social Services, Albany, New York, 1984.

APPENDICES

The appendices that follow contain information and community agency contacts that can assist local schools in dealing with the problems of child abuse and neglect among school-age children:

- Child Abuse and Neglect: 1985 Update for School Personnel
- Indicators of Child Abuse and Neglect
- Commissioner's Regulations Concerning Avoidance of Child Sexual Abuse
- County Child Protective Services
- New York State Federation on Child Abuse and Neglect Task Forces by County
- Telephone Numbers for Reporting Child Abuse and Neglect

THE BICENTENNIAL OF THE BOARD OF REGENTS AND THE UNIVERSITY OF THE STATE OF NEW YORK

ASSISTANT COMMISSIONER FOR GENERAL EDUCATION
THE NEW YORK STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

April 1985

TO: District Superintendents of Schools
Superintendents of Public Schools
Principals of Public and Nonpublic Schools
Directors of Pupil Personnel Services
New York City Board of Education

FROM: Maria Ramirez

SUBJECT: Child Abuse and Neglect: 1985 Update for School Personnel

The New York State Child Protective Services Act of 1973 mandates that certain groups including school personnel report suspected cases of child abuse and neglect to the New York State Central Register of Child Abuse and Maltreatment. This memorandum contains a review and update of requirements and recommendations.

Who Must Report

School officials are required to report to the New York State Central Register of Child Abuse and Maltreatment when they have reasonable cause to suspect that a child coming before them is an abused or maltreated child, or when they have reasonable cause to suspect that a child is an abused or maltreated child where the parent or the person legally responsible for such child comes before them in their professional or official capacity and states from personal knowledge facts, conditions, or circumstances which if correct, would render the child an abused or maltreated child.

Whenever individuals are required to report in their capacity as members of the staff of a school they must immediately notify the person in charge of the school, or a designated agent, who then also becomes responsible to report or cause a report to be made. However, nothing in the law requires more than one report from the school.

The law provides that any professional staff member of the school must report any situation in which he/she has reasonable cause to suspect that a child may be abused or maltreated. The law does not require certainty or proof before reporting. Although this law provides that a report be made to the school administrator, it does not give the administrator the power to prohibit reports from being made to the New York State Central Register.

What is Reportable

The following definitions are taken from the Child Protective Services Act and the Family Court Act. They determine the conditions which constitute reportable circumstances and provide the framework for assessing whether a child is abused or neglected. Section 1012 of the Family Court Act defines an abused child as follows:

(e) "Abused child" means a child less than 18 years of age whose parent or other person legally responsible for his care:

(i) inflicts or allows to be inflicted upon such child physical injury by other than accidental means which causes or creates a substantial risk of death, or serious or protracted disfigurement, or protracted impairment of the physical or emotional health or protracted loss or impairment of the function of any bodily organ, or

(ii) creates or allows to be created a substantial risk of physical injury to such child by other than accidental means which would be likely to cause death or serious or protracted disfigurement, or protracted impairment of the physical or emotional health or protracted loss or impairment of the function of any bodily organ, or

(iii) commits, or allows to be committed, a sex offense against such child, as defined in the penal law, or allows such child to engage in acts or conduct described in article two hundred sixty-three of the penal law. These acts are: using a child in a sexual performance, and promoting a sexual performance by a child.

Section 1012 of the Family Court Act defines a neglected child as follows:

(f) "Neglected child" means a child less than 18 years of age

(i) whose physical, mental, or emotional condition has been impaired or is in imminent danger of becoming impaired as a result of the failure of his parent or other person legally responsible for his care to exercise a minimum degree of care:

(A) in supplying the child with adequate food, clothing, shelter or education in accordance with provisions of part one of article sixty-five of the education law, or medical, dental, optometrical or surgical care though financially able to do so or offered financial or other reasonable means to do so; or

(B) in providing the child with proper supervision or guardianship, by unreasonably inflicting or allowing to be inflicted harm, or a substantial risk thereof, including the infliction of excessive corporal punishment; or by using a drug or drugs; or by using alcoholic beverages to the extent that he loses self-control of his actions; or by any other acts of a similarly serious nature requiring the aid of the court; provided, however, that where the respondent is voluntarily and regularly participating in a rehabilitative program, evidence that the respondent has repeatedly misused a drug or drugs or alcoholic beverages to the extent that he loses self-control of his actions shall not establish that the child is a neglected child in the absence of evidence establishing that the child's physical, mental or emotional condition has been impaired or is in imminent danger of becoming impaired as set forth in paragraph (i) of this subdivision; or

(ii) who has been abandoned by his parents or other person legally responsible for his care.

The circumstances which constitute impairment of mental or emotional condition, more commonly referred to as emotional neglect, are also defined as follows:

> "Impairment of emotional health" and "impairment of mental or emotional condition" includes a state of substantially diminished psychological or intellectual functioning in relation to, but not limited to such factors as failure to thrive, control of aggression or self-destructive impulses, ability to think and reason, or acting out and misbehavior, including incorrigibility, ungovernability or habitual truancy; provided, however, that such impairment must be clearly attributable to the unwillingness or inability of the respondent to exercise a minimum degree of care toward the child. (Family Court Act, Sec. 1012(h))

In accordance with Section 1012 (g) of the Family Court Act:

> "Person legally responsible" includes the child's custodian, guardian, or any other person responsible for the child's care at the relevant time. Custodian may include any person continually or at regular intervals found in the same household as the child when the conduct of such persons causes or contributes to the abuse or neglect of the child.

Furthermore, a "Subject of the Report" may include an operator of or employee or volunteer in a home or facility operated or supervised by an authorized child care agency (foster care), the Division for Youth, an office of the Department of Mental Hygiene, or in a family day care home, a day-care center or a day services program who is allegedly responsible for causing injury, abuse or maltreatment or who allegedly allows such injury, abuse or maltreatment to be inflicted on such child.

Procedure for Reporting

All reports must be made orally by calling the New York State Central Register (1-800-342-3720). In Monroe and Onondaga Counties reports are made by calling the local county child abuse and maltreatment register (Monroe: (716) 461-5690; Onondaga: (315) 422-9701). It may not be possible to have complete information when telephoning in a report. However, it is desirable to have the following information:

- name and address of the child and his/her parents or other person responsible for his/her care;
- the child's age, sex and race;
- the nature and extent of the child's injuries, abuse or maltreatment, including any evidence of prior injuries, abuse or maltreatment to the child or his/her siblings;
- the name of the person or persons responsible for causing the injury, abuse or maltreatment;
- family composition;
- source of the report;
- person making the report and where he/she can be reached;

- any action taken by the reporting source, including the taking of photographs and x-rays, removal or keeping of the child, or notifying the medical examiner or coroner; and

- any additional information which may be helpful.

The person making the call should discuss with a person at the New York State Central Register whether or not the name of the person making the call and the school affiliation should be release to the paren

Within 48 hours of the oral report, a written report (DSS-2221 A, Report of Suspected Child Abuse or Maltreatment) must be filed with the local county Department of Social Services Child Protective Services. School districts may request a supply of these forms from the local county Department of Social Services Child Protective Services. These written reports are admissible in evidence in any court proceedings related to the child abuse and maltreatment incident.

When reporting suspected child abuse and maltreatment, school officials may take, or cause to be taken at public expense, photographs of trauma visible on the child. They may request that a radiological examination of the child be performed if it is medically indicated. Photographs and x-rays taken shall be sent to the local county Department of Social Services Child Protective Services when the written report is sent or as soon as possible thereafter.

Confidentiality of Reports

Reports of suspected child abuse and maltreatment are confidential and may only be made available to those individuals or groups specified by law.

The subjects of a report are among those entitled, upon request, to a copy of all the information contained in the New York State Central Register. However, the Commissioner of Social Services is authorized to prohibit the release of data that could identify the person who made the report or who cooperated in the subsequent investigation, if the Commissioner finds that the release of such information will be detrimental to the safety or interests of the reporter.

All information maintained by the school concerning a report of suspected child abuse and maltreatment should be kept confidential and, if possible, in a secure area.

Legal Implications for Mandated Reporters

A. Immunity - Mandated reporters (school personnel) who, in good faith, make a report or take photographs of injury and bruises are immune from any liability, either civil or criminal, that might otherwise result from such action. The good faith of any person required to report cases of suspected abuse or maltreatment is presumed.

B. Liability - Any person required to make a report but who willfully fails to do so is guilty of a Class A misdemeanor, and a person required to report who knowingly and willfully fails to do so is civilly liable for the damages proximately caused by such failure.

Child Protective Services: Access to School Records

The Federal Family Educational Rights and Privacy Act of 1974 contains several exceptions to the rule that parental consent is needed prior to the disclosure of information from school records. One such exception is "in a health or safety emergency."

An educational agency or institution may disclose personally identifiable information from the education records of a student to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

The following factors should be considered in determining whether or not an emergency exists:

1. the seriousness of the threat to the health or safety of the student or other individuals,

2. the need for the information to meet the emergency,

3. if time is of the essence in reporting suspected child abuse and neglect because delay can create the threat of future harm or result in the family leaving the jurisdiction involved.*

Child Protective Services: Interviews on School Property

School principals should assist the staff of the local county Department of Social Services Child Protective Services to fulfill their responsibilities. Their social worker may interview in school any pupil concerning whom a report of suspected abuse or maltreatment has been made regardless of the source of the report. A school official should be present during the interview. However, the school official may decide to be absent during the interview when the school official and the social worker agree that the presence of the school official is not essential to protect the interests of the pupil, and that the absence of the school official may increase the likelihood that the social worker can accomplish the purposes of the interview.

Educational Neglect Reports

Educational neglect is included within the definition of neglect. It applies to situations in which parents have not required their children to attend school regularly.

Each Spring the local county Department of Social Services Child Protective Services receives a large number of reports from school district personnel alleging educational neglect on the part of parents whose children have been "excessively" absent. The volume of Spring reports of educational neglect is much greater than in other periods of the year. Because of the time required to process the reports, many cannot be acted upon before the end of the school year. School personnel should avoid a disproportionate number of neglect reports in the Spring. Neglect reports can be submitted early in the Fall regarding parents whose educational neglect began in the Spring and continued unchanged upon the reopening of school.

*This information has been extracted from guidelines jointly issued in September 1977 by the Fair Information Practice Staff of the Department of Health, Education and Welfare and the National Center on Child Abuse and Neglect.

School personnel should exhaust the school resources available to them before initiating a neglect report. These resources include documented telephone calls to parents, visits to the home, counseling, scheduled meetings of parents and school officials, referral to community agencies, and appropriate disciplinary action. When use of school resources does not remedy the situation, and when school officials have reason to believe that parental neglect is a cause, school officials should refer the matter to the New York State Central Register.

School District Policy and Procedures

It is recommended that each school district develop a written child abuse and neglect policy to present to the school board. Such a policy should, at a minimum, contain the legal rationale for involving school personnel in reporting cases of suspected abuse or neglect. The adoption of a policy signifies that the school board and administration are committed to protecting abused and neglected children.

Intraschool procedures should be developed and disseminated. Such procedures should provide school staff with all of the information necessary to enable them to carry out their reporting responsibilities. One person in the school district should be designated as the liaison person with the local county Department of Social Services Child Protective Services. Most school districts should also designate a person (usually the principal) in each building to followup on referrals by teachers and to be in contact with the district's liaison.

A handy reference to help school district personnel identify indicators of child abuse and neglect follows.

Indicators of Child Abuse and Neglect

PHYSICAL ABUSE

Child's Physical Indicators

- Unexplained bruises and welts:
  - -- on face, lips, mouth;
  - -- on torso, back, buttocks, thighs;
  - -- in various stages of healing;
  - -- in clusters, forming regular patterns, reflecting shape of article used to inflict bruises or welts (electric cord, belt buckle);
  - -- on several different surface areas; and
  - -- regularly appearing after absence, weekend or vacation.
- Unexplained burns:
  - -- cigar, cigarette burns, especially on soles, palms, back or buttocks;
  - -- immersion burns (sock-like, glove-like, doughnut shaped on buttocks or genitalia);
  - -- patterned like electric burner, iron, etc.; and
  - -- rope burns on arms, legs, neck or torso.
- Unexplained fractures:
  - -- to skull, nose, facial structure;
  - -- in various stages of healing;
  - -- multiple or spiral fractures; and
  - -- swollen or tender limbs.
- Unexplained lacerations or abrasions:
  - -- to mouth, lips, gums, eyes;
  - -- to external genitalia; and
  - -- on backs or arms, legs or torso.
- Human bite marks
- Frequent injuries that are "accidental" or "unexplained"

Child's Behavioral Indicators

- Wary of adult contacts
- Apprehensive when other children cry
- Behavioral extremes: aggressiveness, withdrawal
- Frightened of parents
- Afraid to go home
- Reports injury by parents
- Wears long-sleeved or similar clothing to hide injuries
- Seeks affection from any adult

Parent's Behavioral Indicators

- Seems unconcerned about child
- Takes an unusual amount of time to obtain medical care for the child
- Offers an inadequate or inappropriate explanation for the child's injury
- Gives different explanations for the same injury
- Misuses alcohol or drugs
- Disciplines the child too harshly considering the child's age or what he/she did wrong
- Sees the child as bad, evil, etc.
- Has a history of abuse as a child
- Attempts to conceal the child's injury
- Takes the child to a different doctor or hospital for each injury
- Has poor impulse control

MALTREATMENT

Child's Physical Indicators

- Consistent hunger, poor hygiene, inappropriate dress
- Consistent lack of supervision, especially in dangerous activities or long periods
- Unattended physical problems or medical or dental needs
- Abandonment
- Often tired or listless

Child's Behavioral Indicators

- Begging or stealing food
- Extended stays in school (early arrival and late departure)
- Attendance at school infrequent
- Constant fatigue, listlessness or falling asleep in class
- Alcohol or drug abuse
- States there is no caretaker

Parent's Behavioral Indicators

- Misuses alcohol or drugs
- Has disorganized, upsetting home life
- Is apathetic, feels nothing will change
- Is isolated from friends, relatives, neighbors
- Has long-term chronic illness
- Cannot be found
- Has history of neglect as a child
- Exposes child to unsafe living conditions
- Evidences limited intellectual capacity

EMOTIONAL NEGLECT

Child's Physical Indicators

- Speech disorders
- Lags in physical development
- Failure to thrive

Child's Behavioral Indicators

- Habit disorders (sucking, biting, rocking, etc.)
- Conduct disorders (antisocial, destructive, etc.)
- Neurotic traits (sleep disorders, speech disorders, inhibition of play)
- Psychoneurotic reactions (hysteria, obsessions, compulsions, phobias, hypochondria)
- Behavioral extremes (compliant, passive, shy, aggressive, demanding)
- Overly adaptive behavior (inappropriately adult or inappropriately infantile)
- Developmental lags (mental, emotional)
- Attempted suicide

Parent's Behavioral Indicators

- Treats children in the family unequally
- Does not seem to care much about child's problems
- Blames or belittles child
- Is cold and rejecting
- Withholds love
- Demonstrates inconsistent behavior toward child

SEXUAL ABUSE

Child's Physical Indicators

- Difficulty in walking or sitting
- Torn, stained or bloody underclothing
- Pain or itching in genital area
- Bruises or bleeding in external genitalia, vaginal or anal areas
- Venereal disease (especially in pre-teens)
- Pregnancy

Child's Behavioral Indicators

- Unwilling to change for gym or participate in physical education class
- Withdrawal, fantasy or infantile behavior
- Bizarre, sophisticated or unusual sexual behavior or knowledge
- Poor peer relationships
- Delinquent or runaway
- Reports sexual assault by caretaker

Parent's Behavioral Indicators

- Very protective or jealous of child
- Encourages child to engage in prostitution or sexual acts in the presence of caretaker
- Misuses alcohol or other drugs
- Is geographically isolated and/or lacking in social and emotional contacts outside the family
- Has low self-esteem

THE BICENTENNIAL OF THE BOARD OF REGENTS AND THE UNIVERSITY OF THE STATE OF NEW YORK

ASSISTANT COMMISSIONER FOR GENERAL EDUCATION
THE NEW YORK STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

April 1985

TO: District Superintendents, Superintendents and Principals of Public Schools

FROM: Maria Ramirez

SUBJECT: Commissioner's Regulation concerning Avoidance of Child Sexual Abuse

The new Part 100 of the Commissioner's Regulations was approved by the Board of Regents on November 16, 1984 and becomes effective September 1, 1985. Section 100.2(j) details the requirements for school guidance programs. This section was amended to include the following:

> 100.2(j)(1)(i) IN GRADES K-6, THE PROGRAM SHALL BE DESIGNED IN COORDINATION WITH THE TEACHING STAFF . . . TO EDUCATE STUDENTS CONCERNING AVOIDANCE OF CHILD SEXUAL ABUSE . . .

This section continues to require that "each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision."

While the requirement in the Commissioner's Regulations related to child sexual abuse prevention education focuses on guidance activities, the total school program needs to be involved. The district's guidance plan should, however, describe how the district addresses prevention of child sexual abuse.

This memorandum suggests ways for school personnel to implement the requirement related to educating students concerning avoidance of child sexual abuse. It contains: information on child sexual abuse including the law and reporting requirements, the scope of child sexual abuse, and suggested local school activities.

The Law

The Child Protective Services Act and the Family Court Act define a sexually abused child as a child less than 18 years of age whose parent or other person legally responsible for his/her care commits, or allows to be committed a sex offense against the

child as defined in the Penal Law or allows such child to engage in acts or conduct described in the Penal Law including sexual contact, sodomy, rape and incest; using a child in a sexual performance; and promoting a sexual performance by the child.

In each county, the Child Protective Services unit of the county's Department of Social Services is mandated to investigate all forms of child abuse and maltreatment. It is responsible for both investigating alleged child sexual abuse and insuring the safety of all children in those situations where child sexual abuse is validated.

Child Protective Services becomes involved only when a report is formally registered with the New York State Central Register of Child Abuse and Maltreatment (1-800-342-3720). Calls may be made to that number from all parts of the State except for Monroe and Onondaga Counties. In those counties, the numbers to call are Monroe: (716) 461-5690; Onondaga: (315) 422-9701.

Reporting Requirements

The law requires that school officials report to the New York State Central Register of Child Abuse and Maltreatment "when they have reasonable cause to suspect that a child coming before them in their professional or official capacity is an abused or maltreated child, or when they have reasonable cause to suspect that a child is an abused or maltreated child where the parent or person legally responsible for such child comes before them in their professional or official capacity and states from personal knowledge facts, conditions or circumstances which if correct, would render the child an abused or maltreated child." Whenever individuals are required to report cases of suspected child abuse or maltreatment in their capacity as members of the staff of a school, the law provides that they shall immediately notify the person in charge of the school, or a designated agent, who then also shall become responsible to report or cause a report to be made.

Many school districts have developed policies to guide staff in their reporting responsibilities. Suggestions for school district policies are provided in the New York State Education Department's publications on child abuse and neglect.

The Scope of the Problem

In 1984, over 6,500 children were reported victims of sexual abuse in New York State. This represents 4.5 percent of all allegations of child abuse and neglect, an increase of over one percent from 1983. Researchers estimate that less than half of all child abuse incidents are formally reported. The actual extent of child sexual abuse in New York State is therefore much higher than formal reports indicate. Frequency projections indicate that between one-fifth and one-third of all young girls experience some form of sexual exploitation by an adult male.

One in 10 boys is estimated to be a victim. The offenders are known to the victims in approximately eighty percent of cases. Thus, the victims experience not only a violation of their physical being but also a violation of the trust and often the love that they feel for the adult.

The physical and psychological trauma suffered by victims of child abuse can be devastating, particularly for children who are victims of incestuous sexual attacks. Researchers indicate that two-thirds of all child victims of rape experience short-term psychological difficulties including school problems, guilt, withdrawal, anti-social behavior and lack of self-esteem. Victims of other forms of sexual abuse suffer similar effects. The trauma resulting from the abuse often increases when the abuse is discovered. Victims of abuse perpetrated by household members are often removed from the house. This serves to stigmatize the child and to reinforce deep-seated feelings of guilt and self-blame.

Children who may be too frightened to talk about sexual molestation may exhibit a variety of physical and behavioral signals. These signals may be significant indicators of sexual abuse:

Physical Indicators

- Difficulty in walking or sitting
- Torn, stained or bloody underclothing
- Pain or itching in the genital area
- Bruises or bleeding in the external genitalia, vaginal or anal areas
- Venereal disease, especially in pre-teens
- Pregnancy

Behavioral Indicators

- Unwilling to change for gym or participate in physical education class
- Withdrawal, fantasy or infantile behavior
- Bizarre sophisticated or unusual sexual behavior or knowledge
- Poor peer relationships
- Delinquent or runaway
- Self-reports of sexual abuse by caretaker

Because of the growing recognition of the problem of child sexual abuse, and because of concern for the impact on the physical and mental health of the abused child, it is critical that young children gain an awareness of what constitutes child sexual abuse, of the actions which they can take to avoid its occurrence, and of the resources available to them should they be a victim of child sexual abuse.

Suggestions for Planning

Education is essential to help children learn how to recognize sexual abuse and how to protect themselves. School districts must plan to insure:

- Internal school/community awareness of the problem of child sexual abuse and the need for preventive approaches;
- Identification of school and community resources which can be incorporated in school activities;
- Approaches which take into account the expectations of school personnel, students, parents, and the community.

Planning should involve key personnel in the school: administrators, classroom teachers including health educators, school nurses and pupil personnel services staff, and the person identified as liaison to Child Protective Services. An advisory committee representative of the community can assist in planning and in enlisting positive community support. The advisory committee should involve, wherever possible, representatives of county social service agencies, crisis centers, hospitals, law enforcement agencies, service organizations, parent organizations and religious groups.

Suggested planning activities for the advisory committee to undertake include:

1. Research and Identify Resources for Child Sexual Abuse Prevention Education

   Planning Committee members should help identify resources available at the school, community, State and national level. The information obtained should then be reviewed and analyzed for possible use. This assessment and analysis should:

   - determine what formal activities presently exist within the schools and community;
   - identify any informal activities being conducted within the schools;
   - determine what community resources are available;
   - determine resources available from other agencies: State, federal, commercial publishers;
   - identify staff development needs;
   - identify parent and community needs.

2. Develop Basic Philosophy

   Committee members should formulate a philosophy to guide planning for child sexual abuse prevention

education activities. The philosophy might include such concepts as:

- Children deserve to be empowered with the knowledge that they have a right to protect themselves from sexual abuse and gain the skills necessary for this protection.
- Sexual abuse prevention education is a health and safety program.
- Sexual abuse is not the child's fault. Children need to understand that when they are tricked they are not at fault. Trickery is part of sexual abuse.
- Children are more likely to be safe when they are well informed and have increased options to avoid sexual abuse.

3. Set Reasonable Goals and Objectives

Realistic goals and objectives establish direction. The committee might consider the following goals and objectives:

Goals

a. To sensitize educators, students and parents to the problem of child sexual abuse;
b. To provide children with knowledge and skills needed to help prevent this growing problem;
c. To encourage children to act on their wish to say "no" if someone touches them in a way that disturbs them;
d. To encourage children to share their concerns and fears if they suspect or believe that they have been victimized or know of a child who has been sexually abused; and
e. To provide educators with information about community resources and how to use them when a child needs or asks for help.

Objectives

a. A curriculum for child sexual abuse prevention education for grades K-6 will be developed and implemented;
b. Students will have knowledge and skills regarding personal safety and decision making so that sexual abuse can be prevented from happening;
c. School staff will be trained in curriculum implementation on child sexual abuse;
d. School staff will develop support and follow-up services for children who have been sexually abused;

e. Parents will be given the information and assistance to support their child's sexual abuse prevention education.

4. Define Tasks and Activities

This element is the culmination of planning activities, in which specific next steps are identified and activities to be undertaken defined. Items which may be included are:

- Selecting specific resource material for specific activities.
- Identifying activities appropriate to grade and age level of children.
- Arranging for the involvement of resource people.
- Planning and arranging for staff development.
- Defining continued parent and community involvement needs and activities.
- Communicating with the board of education and gaining approval for proposed activities.
- Enlisting further involvement of referral resources.
- Establishing commitment to continued progress review.
- Developing a suggested school policy statement for review and endorsement by school officials.

Suggestions for Activities

Educational Activities

Classroom instruction and discussion are generally designed to focus on issues of personal safety, with the area of sexual exploitation no more or less important than other safety rules. Activities which are age-appropriate address personal safety and decision making; touching - good, confusing, and bad; assertive behavior - saying "no" and meaning it; identification and use of resources as support systems for help in solving problems. Situations or case studies form the basis for class discussion. Activity sheets can be developed for children to take home and discuss with their parents, providing them with the opportunity to participate and reinforce the skills their children are learning.

School/Community Educational Activities

Cooperative efforts between school and community can be an effective means of preventing child sexual abuse. Training and staff development programs are an excellent starting point. Content of these programs can stress identification, reporting,

treatment and curriculum approaches; furnish information about professional roles and responsibilities in case management; and offer opportunities for free and frank discussion of mutual interests and problems among professionals in various disciplines.

Schools can participate in public awareness programs through parent-teacher groups and other school or community organizations. Schools may sponsor public forums for community participation.

Community social service and mental health agencies can be enlisted to participate in and conduct activities for children or parents in the school setting. Since these agencies may have special expertise in prevention of child sexual abuse, they frequently have developed workshop or instructional programs which can be incorporated with other related school activities.

Support services personnel of the school and the community can contribute in many ways to the school's activities. They can assist in the identification and reporting process, and, most important, can provide essential followup assistance for children and families in the form of counseling and other support services.

Resources

Various agencies can provide consultative or resource assistance in planning activities for prevention of child sexual abuse. Among these are:

National Center on Child Abuse and Neglect
U.S. Department of Health and Human Services
Office of Human Development Services
Washington, D.C. 20201

- Child Sexual Abuse Prevention: Tips to Parents
  - A flyer with helpful hints for parents; a useful handout in parent meetings.
- The Educator's Role in the Prevention and Treatment of Child Abuse and Neglect
  - A guidebook which focuses on why educators should be concerned, how to recognize abuse in a classroom setting, steps to take when reporting suspected abuse, intervention strategies for schools, prevention as a function of the school and the individual educator. ($5.00 from Superintendent of Documents, US Government Printing Office, Washington, D.C. 20402.)

National Committee for Prevention of Child Abuse
332 S. Michigan Avenue
Suite 1250
Chicago, Illinois 60604-4357 (312) 663-3520)

. Child Sexual Abuse Prevention Resources

- A compilation of more than 125 sources of materials, ranging in format from audiovisuals and live performances to puppets and coloring books; instructional materials for parents, teachers and child care workers; some address special needs or interests or specific ethnic, cultural and socioeconomic groups ($2.00)

New York State Citizens Task Force on Child Abuse and Neglect
c/o Council on Children and Families
Corning Tower Building
28th Floor
Empire State Plaza
Albany, New York 12223 (518) 474-8038)

New York State Federation on Child Abuse and Neglect
151 Chestnut Street
Albany, New York 12210 (518) 463-1896)

New York State Department of Social Services
Division of Family and Children's Services
40 North Pearl Street
Albany, New York 12243 (518) 474-9442)

New York State Education Department
Bureau of Health & Drug Education & Services (518) 474-1491)
Bureau of Pupil Services (518) 474-3868)
Albany, New York 12234

Parents Anonymous
121 North Fitzhugh Street
Rochester, New York 14614 (716) 454-5060)

In addition to the agencies noted above, there are resources in local communities available for direct assistance. These include:

County Task Force on Prevention of Child Abuse and Neglect (branch of the State Federation on Prevention of Child Abuse and Neglect)

County Child Protective Services

County Mental Health Director

Local Rape Crisis Center

Community Service and Religious Organizations

5498

District Name Community Central School School Year of Plan 1985

A. Program Objective: Education of students concerning avoidance of child sexual abuse

B. Target Population: Students K-6

C. Expected Outcome(s):
1. Students will demonstrate an understanding of what constitutes sexual abuse and of avoidance techniques.
2. Students will demonstrate an understanding of the resources available for reporting and for personal assistance in resolving perceived or real problems.
3. Parents will understand scope of program, content, and procedures.

D. Annual Assessment of Program Results:
1. Teacher observations
2. Teacher made assessment instruments
3. Student self-reports
4. Parent feedback

E. Program Description:

1. Activities	2. Target Group or Sub Group	3. Staff Assigned and Time	4. Other Resources Assigned	5. Dates of Activity
Instructional unit in curriculum	Students each grade level K-6	Classroom teacher 5 hours	Curriculum materials, health education teacher, school nurse teacher	November - March
Counseling	Identified students K-6	School nurse teacher, school psychologist, school social worker	Community agencies	Ongoing
Parent notification	Parents K-6	Administrator	Teachers, pupil services personnel, secretary, program materials	November
Parent meetings	Parents K-6	Administrator, health educator, classroom teachers	Teachers, pupil services personnel, secretary, program materials	November
Staff development	Teacher, pupil services, nonprofessional staff	Administrator	Community agencies, medical personnel, State resources	September and January

County
Child Protective Services

Albany County Department
of Social Services
Child Protective Services
112 State Street
Albany, NY 12207
(518) 447-7528

Allegany County Department
of Social Services
Child Protective Services
Court House
Belmont, NY 14813
(716) 268-7661

Broome County Department
of Social Services
Child Protective Services
36-38 Main Street
Binghamton, NY 13905
(607) 772-2647

Cattaraugus County Department
of Social Services
Child Protective Services
265 North Union Street
Olean, NY 14760
(716) 375-4096

Cayuga County Department
of Social Services
Child Protective Services
County Office Building
160 Genesee Street
Auburn, NY 13201
(315) 258-1338

Chautauqua County Department
of Social Services
Child Protective Services
Hall R. Clothier Building
Mayville, NY 14757
(716) 753-4411

Chemung County Department
of Social Services
Child Protective Services
203-209 William Street
Elmira, NY 14901
(607) 737-5430

Chenango County Department
of Social Services
Child Protective Services
County Office Building
Norwich, NY 13815
(607) 335-4560

Clinton County Department
of Social Services
Child Protective Services
30 Durkee Street, Box 990
Plattsburgh, NY 12901
(518) 563-4560

Columbia County Department
of Social Services
Child Protective Services
610 State Street
Hudson, NY 12534
(518) 828-9411

Cortland County Department
of Social Services
Child Protective Services
60 Central Avenue, Box 1172
Cortland, NY 13045
(607) 753-9681

Delaware County Department
of Social Services
Child Protective Services
126 Main Street
Delhi, New York 13753
(607) 746-2325

Dutchess County Department
of Social Services
Child Protective Services
County Office Building
14 Academy Street
Poughkeepsie, NY 12601
(914) 431-5340

Erie County Department
of Social Services
Child Protective Services
95 Franklin Street, 8th Floor
Buffalo, NY 14202
(716) 846-6478

Essex County Department
of Social Services
Child Protective Services
Court House
Elizabethtown, NY 12932
(518) 873-6301

Franklin County Department
of Social Services
Child Protective Services
Court House
Malone, NY 12953
(518) 483-6767

Fulton County Department
of Social Services
Child Protective Services
County Building, Box 549
Johnstown, NY 12095
(518) 762-0031

Genesee County Department
of Social Services
Child Protective Services
County Building 2
3837 West Main Road
Batavia, NY 14020
(716) 344-2580

Greene County Department
of Social Services
Child Protective Services
465 Main Street
Catskill, NY 12414
(518) 943-3200

Hamilton County Department
of Social Services
Child Protective Services
Court House
Lake Pleasant, NY 12108
(518) 548-3462

Herkimer County Department
of Social Services
Child Protective Services
County Office Building, Box 231
Mary Street
Herkimer, NY 13350
(315) 867-1249

Jefferson County Department
of Social Services
Child Protective Services
175 Arsenal Street
Watertown, NY 13601
(315) 782-9030

Lewis County Department
of Social Services
Child Protective Services
Stowe Street, Box 193
Lowville NY 13367
(315) 376-3536

Livingston County Department
of Social Services
Child Protective Services
Livingston County Campus
Building 3
Mt. Morris, NY 14510
(716) 658-3801

Madison County Department
of Social Services
Child Protective Services
Box 637
Wampsville, NY 13163
(315) 366-2384

Monroe County Department
of Social Services
Child Protective Services
111 Westfall Road, Room 660
Rochester, NY 14620
(716) 442-4000

Montgomery County Department
of Social Services
Child Protective Services
County Office Building
Fonda, NY 12068
(518) 853-4646

Nassau County Department
of Social Services
Child Protective Services
County Seat Drive
Mineola, NY 11501
(516) 535-5317

Niagara County Department
of Social Services
Child Protective Services
301 Tenth Street, Box 865
Niagara Falls, NY 14802
(716) 284-3039

Oneida County Department
of Social Services
Child Protective Services
County Office Building
800 Park Avenue
Utica, NY 13501
(315) 798-5965

Onondaga County Department
of Social Services
Child Protective Services
Civic Center
421 Montgomery Street
Syracuse, NY 13201
(315) 422-9701

Ontario County Department
of Social Services
Child Protective Services
120 North Main Street
Canandaigua, NY 14424
(716) 394-1440

Orange County Department
of Social Services
Child Protective Services
Quarry Road - Box 2
Goshen, NY 10924
(914) 294-4373

Orleans County Department
of Social Services
Child Protective Services
Route 31
Albion, NY 14411
(716) 589-7004

Oswego County Department
of Social Services
Child Protective Services
County Office Building
Spring Street
Mexico, NY 13114
(315) 963-7271

Otsego County Department
of Social Services
Child Protective Services
197 Main Street
Cooperstown, NY 13326
(607) 547-4309

Putnam County Department
of Social Services
Child Protective Services
50 Main Street
Brewster, NY 10509
(914) 225-7040

Rensselaer County Department
of Social Services
Child Protective Services
133 Bloomingrove Drive
Troy, NY 12180
(518) 283-2000 Ext. 270

Rockland County Department
of Social Services
Child Protective Services
Sanatorium Road, Building L
Pomona, NY 10970
(914) 354-0200

St. Lawrence County Department
of Social Services
Child Protective Services
Harold B. Smith County
Office Building
Judson Street
Canton, NY 13617
(315) 379-9452

Saratoga County Department
of Social Services
Child Protective Services
County Complex
Ballston Spa, NY 12020
(518) 885-5381

Schenectady County Department
of Social Services
Child Protective Services
620 State Street
Schenectady, NY 12308
(518) 382-3279

Schoharie County Department
of Social Services
Child Protective Services
Professional Building
Schoharie, NY 12157
(518) 295-8169

Schuyler County Department
of Social Services
Child Protective Services
County Office Building
Watkins Glen, NY 14891
(607) 535-2639

Seneca County Department
of Social Services
Child Protective Services
2226 County House Road
Waterloo, NY 13165
(315) 568-9854

Steuben County Department
of Social Services
Child Protective Services
County Home, Box 631
Bath, NY 14810
(607) 776-7611

Suffolk County Department
of Social Services
Child Protective Services
10 Oval Drive
Hauppauge, NY 11787
(516) 348-4020

Sullivan County Department
of Social Services
Child Protective Services
Infirmary Road, Box 231
Liberty, NY 12754
(914) 292-4900

Tioga County Department
of Social Services
Child Protective Services
R. D. 3, Rt. 38, Box 240
Owego, NY 13827
(607) 687-5000

Tompkins County Department
of Social Services
Child Protective Services
108 East Green Street
Ithaca, NY 14850
(607) 274-5357

Ulster County Department
of Social Services
Child Protective Services
Ulster Office Building
244 Fair Street
Kingston, NY 12401
(914) 339-4300

Warren County Department
of Social Services
Child Protective Services
Warren County Municipal Center
Lake George, NY 12845
(518) 761-6306

Washington County Department
of Social Services
Child Protective Services
Six Church Street
Granville, NY 12832
(518) 642-5212

Wayne County Department
of Social Services
Child Protective Services
16 William Street
Lyons, NY 14489
(315) 946-9733

Westchester County Department
of Social Services
Child Protective Services
150 Grand Street
White Plains, NY 10601
(914) 285-5334

Wyoming County Department
of Social Services
Child Protective Services
466 North Main Street
Warsaw, NY 14569
(716) 786-3111

Yates County Department
of Social Services
Child Protective Services
County Office Building
110 Court Street
Penn Yan, NY 14527
(315) 536-4451

NEW YORK CITY

Bronx Field Office
192 East 151 Street
Bronx, NY 10451
(212) 960-6614

Brooklyn Field Office
1274 Bedford Avenue
Brooklyn, NY 11216
(718) 636-2358

Manhattan Field Office
80 Lafayette Street, 14th Floor
New York, NY 10013
(212) 433-2370

Queens Field Office
165-15 Archer Avenue
Jamaica, NY 11433
(718) 990-5893

Staten Island Field Office
350 St. Mark Place, 5th Floor
Staten Island, NY 10304
(718) 390-6822

Office of Child Protective Services
Special Services for Children
80 Lafayette Street
New York, NY 10013
(212) 433-3124

Emergency Children's Services
Special Services for Children
241 Church Street
New York, NY 10013
(212) 334-7676

NYS FEDERATION ON CA/N
TASK FORCES BY COUNTY

ALBANY COUNTY

518-436-9745

Albany Child Abuse/Neglect
Council, Inc.
c/o Anthony Grasso, Co-Chair
P.O. Box 7246
Capitol Station
Albany, NY 12224

BROOME COUNTY

607-785-0961

Jim and Donna Every
Broome County Task Force on
Child Abuse and Neglect
432B Boswell Hill Road
Endicott, NY 13760

CATTARAUGUS COUNTY

716-372-8816

Cattaraugus Domestic Crisis
Task Force, Inc.
c/o Candy Rostan, Chairperson
P.O. Box 118
Olean, NY 14778

CAYUGA COUNTY

315-253-1318

Don Lawler
Children's Committee
Cayuga County
8 Almond Drive
Auburn, NY 13021

CHAUTAUQUA COUNTY

716-484-1820

Chautauqua County Commission
on Family Violence
c/o Ramona Gustafson, Chair
Jamestown Girl's Club
532 East Second Street
Jamestown, NY 14701

CHEMUNG COUNTY

607-733-6533

Task Force on Children and
Families in Chemung County
c/o Margaret Schockner, Co-Chair
CARE
Elmira College - Alumni Hall
ED Box 853
Elmira, NY 14901

CHENANGO COUNTY

607-355-4560

Chenango Task Force on CA/N
c/o Shirley Manzer
Dept. of Social Services
County Office Building
Norwich, NY 13815

CLINTON COUNTY

518-563-8206

Clinton County Sexual Abuse
Coordination Project
c/o Judy Russell
Mental Health Association
57 Clinton Street
Plattsburgh, NY 12901

COLUMBIA COUNTY

518-758-7110

Alliance for Families
Catholic Family Services
c/o Tom Gillespie
Box 448
Valatie, NY 12184

DUTCHESS COUNTY

914-473-5133

Task Force for Child Protection
c/o Steven Pressman, Exec. Dir.
53 Academy Street
Poughkeepsie, NY 12601

ERIE COUNTY

716-884-4064

EPIC
c/o Sandra B. Rifkin, Exec. Dir.
SUCAB - Bacon Hall 103
1300 Elmwood Avenue
Buffalo, NY 14222

FRANKLIN COUNTY

518-483-7370

Franklin Task Force on CA/N
c/o Lynn Du Fort
Box 68
Whippleville, NY 12995

JEFFERSON COUNTY

315-782-9030, Ext. 3037

Jefferson County Task Force on
Child Abuse and Neglect
Child Protective Services
Jefferson County DSS
c/o Judy Van Patten-Semione
175 Arsenal Street
Watertown, NY 13601

LIVINGSTON COUNTY

716-243-3157

Livingston County Children's
Protective Association
c/o Edith Park
3382 Polebridge Road
Geneseo, NY 14454

MONROE COUNTY

716-325-6375

Children's Alliance
c/o Craig Zicari
121 North Fitzhugh
Rochester, NY 14614

NASSAU COUNTY

516-481-7784

Nassau Coalition on CA/N
c/o Jean Forman, Director
353 Fulton Avenue
Hempstead, NY 11550

NIAGARA COUNTY

716-282-2351

Niagara County Child
Maltreatment Council
Catholic Charities
c/o Marie Perry
1703 Pierce Avenue
Niagara Falls, NY 14301

ONEIDA COUNTY

315-337-5260

Mohawk Valley Committee for
the Prevention of CA/N
c/o Joanne Campbell
212 West Liberty Street
Rome, NY 13440

ONONDAGA COUNTY

315-424-1880

Alliance Onondaga
Advisory Board on CA/N
c/o Diane Erne
1654 W. Onondaga Street
Syracuse, NY 13204

ONTARIO COUNTY

716-394-7070

Ontario Task Force on CA/N
c/o Nancy De Beers
Ontario County Building
120 North Main Street
Canandaigua, NY 14424

ORANGE COUNTY

914-294-5481

Orange County Task Force on
Child Abuse and Neglect
c/o Toni Gazzaniga, President
17 Pine Hill Road
Highland Mills, NY 10930

OTSEGO COUNTY

Migrant TF - 607-432-6511
Otsego TF - 607-547-3441

NYS Migrant Task Force on CA/N
c/o Ms. Lorraine Wolverton
Tutorial Outreach Program
Bugbee School, SUCO
Oneonta, NY 13820

Otsego Task Force on CA/N
c/o Bill Hayes
P.O. Box 731
Bassett Hospital
Cooperstown, NY 13326

RENSSELAER COUNTY

518-274-9245

Rensselaer County Task Force
on Child Abuse and Neglect
c/o Debi Jewell
P.O. Box 552
Troy, NY 12180

ROCKLAND COUNTY

914-353-1955

Rockland County Alliance for
Children Task Force
c/o Dennis E.A. Lynch
11 South Highland Avenue
Nyack, NY 10960

SARATOGA COUNTY

518-587-8008

Saratoga County Task Force on
Child Abuse and Neglect
c/o Patricia Roche, Director
P.O. Box 582
24 Circular Street
Saratoga Springs, NY 12866

SCHENECTADY COUNTY

518-370-3804

Schenectady Citizen's Task
Force Against CA/N
c/o Louis Salerno
514 McClellan Street
Schenectady, NY 12304

SENECA COUNTY

315-539-3962

Seneca Task Force on CA/N
c/o Betty Steele
R.D. 2
Newmiller Road
Phelps, NY 14532

ST. LAWRENCE COUNTY

315-379-2250

St. Lawrence Co. Community
Development Program
c/o Cindy M. Henry Aldrich
Child Abuse Program Specialist
P.O. Box 152
Canton, NY 13617

STEUBEN COUNTY

607-776-2125

Steuben Task Force on CA/N
c/o David Hunt
Head Start Director
309 W. Morris Street
Bath, NY 14810

SUFFOLK COUNTY - WEST

516-423-1581

Western Suffolk Coalition on
Child Abuse and Neglect
c/o June Carpenter, Chair
145 Pidgeon Hill Road
Huntington Station, NY 11746

SUFFOLK COUNTY - EAST

Suf. Co. East End TF
516-288-6400, Ext. 310
and
CAPS - 516-869-8046

Suffolk County East End Task Force
BOCES I
c/o Sharon Stephens Fagan
215 Old Riverhead Road
West Hampton, NY 11978

Child Abuse Prevention
Services (CAPS)
c/o Alane Fagin
P.O. Box 176
Roslyn, NY 11576

SULLIVAN COUNTY

914-292-5910

Sullivan County Task Force
on Child Protection
c/o Dyan Campbell
Public Health Nursing
Box 590
Liberty, NY 12754

TIOGA COUNTY

607-687-2618

Tioga County CA/N Task Force
c/o Debra L. Peterpaul, Chair
P.O. Box 101
Willseyville, NY 13864

TOMPKINS COUNTY

607-277-3203

Tompkins County Task Force
Against Sexual Abuse
c/o Louise Miller
P.O. Box 64
Ithaca, NY 14851

ULSTER COUNTY

914-338-1302

Ulster County Task Force on CA/N
c/o Angela Carl
P.O. Box 3354
Uptown Station
Kingston, NY 12041

WARREN COUNTY

518-761-6468

Warren County Child Protection
Coordinating Council
c/o Ms. Elaine Scolnik, Chair
Warren County Headstart
Warren County Municipal Center
Lake George, NY 12848

WASHINGTON COUNTY

518-642-1471

Washington County Task Force
on Child Abuse and Neglect
c/o Barbara Magnane
46 Main Street
Granville, NY 12832

WESTCHESTER COUNTY

914-761-3456

Westchester County Task Force
Day Care Council
c/o Sally Ziegler, Co-Chair
470 Mamaroneck Avenue
White Plains, NY 10605

NEW YORK CITY

BRONX

212-231-3400

Bronx County Child Abuse and
Neglect Task Force
c/o Brenda Hart
332 East 149 Street
Bronx, NY 10451

BROOKLYN

212-596-5500, Ext. 247

Black Task Force on CA/N
c/o Rosalyn Ferguson
Brooklyn Catholic Charities
191 Joralemon Street
Brooklyn, NY 11201

212-596-5500, Ext. 234

Brooklyn Diocesan Task Force
on Child Abuse and Neglect
c/o The Rev. F. M. Strianese
Catholic Charities
191 Joralemon Street
Brooklyn, NY 11201

212-636-2358

Brooklyn Interhospital Committee
on Child Abuse and Neglect
c/o Mario Biblioni
Brooklyn Field Office
Special Services for Children
1274 Bedford Avenue
Brooklyn, NY 11216

MANHATTAN

212-677-6140

Hispanic Task Force on CA/N
c/o Ms. Miguelina Maldonado
LESFU
30 East 6th Street
New York, NY 10009

212-554-7253

Manhattan Interhospital Child
Protection Committee
c/o Fran Levitt, Chairperson
Social Services
Children and Youth Program
St. Luke's - Roosevelt Hospital
430 W. 59 Street
New York, NY 10019

212-879-3050

Mayor's Task Force on CA/N
c/o Dr. V. J. Fontana, Chair
Foundling Hospital
1175 Third Avenue
New York, NY 10021

QUEENS

212-596-5500, Ext. 232

Queensborough President's Council
on Maltreatment Services for
Children
c/o John Daley, Chair
Brooklyn Catholic Charities
191 Joralemon Street
Brooklyn, NY 11201

STATEN ISLAND

212-727-6500

The Staten Island Council on
Child Abuse
c/o Norman Sugarman
140 Richmond Terrace
Staten Island, NY 10301

Telephone Numbers for Reporting Child Abuse and Neglect:

New York State Central Register

1-800-342-3720

Monroe County Register

(716) 461-5690

Onondaga County Register

(315) 422-9701